

Health Administration

program guide



A.T. STILL UNIVERSITY
SCHOOL OF HEALTH MANAGEMENT

ATSU

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ATSU Mission Statement

A.T. Still University of Health Sciences serves as a learning-centered university dedicated to preparing highly competent professionals through innovative academic programs with a commitment to continue its osteopathic heritage and focus on whole person healthcare, scholarship, community health, interprofessional education, diversity, and underserved populations.



From the Chair

The future of healthcare administration is best summed up by the Bureau of Labor Statistics: “Healthcare and social assistance, including public and private hospitals, nursing and residential care facilities, and individual and family services, will grow by 25.4 percent and add four million new jobs [by the year 2016]. Employment growth will be driven by increasing demand for healthcare and social assistance because

of an aging population and longer life expectancies.”

This rapid growth will create outstanding opportunities for healthcare managers and administrators in a variety of direct care settings such as hospitals, medical practices, long-term care facilities, outpatient care centers, and emergency clinics. There will also be opportunities in health insurance companies, electronic medical records services, health services research, and government agencies. It is an exciting time for you to pursue a career in managing America’s healthcare system.

The MHA program at A.T. Still University’s School of Health Management is committed to healthcare management that places emphasis on patient centered care based on our more than 118-year experience in holistic health and our concern for the total patient.

This program provides the core skills of business management in the context of the health and medical environment and with the knowledge and skills for a life learning experience in a career that can make a better world by making a difference.

Katherine M. Adler, DHA, FACHE

Program Chair

Master of Health Administration (MHA)

A.T. Still University

Established in 1892 by the founder of osteopathy, A.T. Still, MD, DO, ATSU began as the nation's first college of osteopathic medicine and has evolved into a leading university of health sciences. Today, ATSU is comprised of five schools: Kirksville College of Osteopathic Medicine, School of Osteopathic Medicine in Arizona, Arizona School of Health Sciences, Arizona School of Dentistry & Oral Health, and School of Health Management.

ATSU offers more than 20 master's degrees across allied healthcare disciplines; doctorates in health education, physical therapy, health sciences, and audiology; the doctor of dental medicine (DMD); and the doctor of osteopathic medicine (DO).

School of Health Management

The School of Health Management offers master's degrees in health administration and public health; and a doctoral degree in health education. SHM educates and prepares current and future professionals for management positions in a variety of healthcare settings via comprehensive online programs.

Master of Health Administration Curriculum

SHM's master's degree program in health administration prepares students for leadership in the field. Graduates earn their health administration degree online and enter a fast growing segment of the U.S. labor market. The U.S. Department of Labor forecasts that there will be 45,000 annual job openings for medical and health services managers between 2002 and 2012, making the Master of Health Administration significant for those interested in career advancement.

This program integrates web-based instruction, directed readings, email, chat room interactions, and Residential Learning Institutes among students and faculty. The School uses mission driven, context-based curriculum design, and assesses student learning through authentic embedded assessments.

Requirements for Admission

1. Bachelor's degree or higher from an accredited university. Applicants who graduated from a university outside the United States must provide a degree equivalency evaluation.
2. Completed admissions application.
3. Official transcript from degree-granting institution.
4. Non-refundable application fee submitted with application.
5. Minimum Cumulative Grade Point Average (CGPA) of 3.0 (4.0 scale).
6. Completion of essay, submission of two professional references, and completion of required online orientation.
7. Test of English as a Foreign Language (TOEFL) for applicants when English is a second language. The Computer Based Test (CBT), Internet Based Test (IBT), or the

Paper Based Test (PBT) are accepted. The following are the minimum required score based on test type:

- CBT - minimum total score of 213
- IBT - minimum total score of 80
- PBT - minimum total score of 550

8. Applicants are selected by an admission committee.

Program Statistics

Classroom Size	15
Average Student Age	37
Average Cumulative Graduate GPA	3.73
Length of Program	11 core courses, 3 electives, 4 residential learning institutes, 64 credit hours total

Application Information

Applications are available online at www.atsu.edu, or you may contact an online enrollment counselor at 866.331.8444 or shmonlineadmissions@atsu.edu.

Tuition and Expenses

Tuition	\$1,685 per course*
Activity fee	\$150 per quarter*
Application fee	\$70, non-refundable*

Tuition is charged per course, not per credit hour. SHM tuition rates are competitive. Tuition is to be paid in full 14 days prior to the first day of classes. Students are responsible for the purchase of their classroom materials, Internet service fees, and computer hardware and software fees. Contact your admissions representative at 866.331.8444 or shmonlineadmissions@atsu.edu for more information.

*All fees are subject to change.

Financial Assistance

Federal Financial Aid is available to students who qualify. Scholarship and financial assistance opportunities are listed on the SHM web page at www.atsu.edu. Veterans Administration(VA) benefits may also be used.

Accreditation

A.T. Still University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (NCA), 30 North LaSalle St., Suite 2400, Chicago, IL 60602, phone 800.621.7440

Master of Health Administration Curriculum

Online Learning

Course Descriptions

Course descriptions, course durations, and related information are subject to change. All courses are four credit hours except the two residential learning institutes, which are two credit hours each.

HMP 700 Health Services in the U.S., A Lifespan Approach: This course provides a comprehensive introduction to the U.S. healthcare system. Healthcare terminology, concepts, critical issues, and a description of existing delivery systems are presented. This course includes the mission of public health, models of health promotion and disease prevention, and determinants of health and health services utilization. The organization, delivery, financing, payment, and staffing of the U.S. healthcare system is described. Issues of competition, regulation, technology, access, quality, primary care, long-term care, mental health, and bioethics are discussed.

MHA 652 Fundamentals of Research in Health Administration: This course provides students with a background in the research process relevant to practice and management as a health professional. The research literature is critically evaluated for application to professional practice or management, determining client/patient population needs, and understanding how to evaluate outcomes. Using evidenced-based research outlined in the text, students develop a scholarly paper of professional interest to them relevant to health-care practice or management. APA format will be strictly adhered to in this course.

MHA 722 Administration of Healthcare Organizations: This course focuses on health service managers, the management process, descriptions of management functions, managerial roles, organizational culture and philosophy, leadership, motivation, and communication. Quality management is featured, as well as a practical approach to service, process, function, roles, culture, philosophy, leadership, motivation, and communication.

MHA 732 Healthcare Information Systems: This course examines the knowledge and skills needed by healthcare executives to manage information and information systems in a modern healthcare organization. The course begins with a primer on healthcare information including a description of patient care processes and the information that is created during these processes. This course then provides a description of healthcare information systems, their evolution, and the major clinical and administrative applications in use today with a focus on electronic medical record systems. Basic information technology concepts that support information systems are then covered. The final topic is Senior Management IT Challenges: what it takes to effectively manage, budget, govern, and evaluate information technology services in a healthcare organization.

MHA 772 Ethics and Leadership: This course provides students with an in-depth understanding of healthcare administration ethics and leadership in the context of the United States healthcare system. Healthcare administrators are frequently confronted with ethical dilemmas. This course provides an overview of these ethical dilemmas as well as real world examples for discussion. Codes of conduct and ethical policy statements are also reviewed from the American College of Healthcare Executives and the American Hospital Association.

MHA 742 Healthcare Finance: This course introduces the essential and practical elements of finance for business to students who are non-financial managers. It places an emphasis on the key financial management concepts and applications of those concepts that are critical to making business decisions in the healthcare environment. It integrates finance, economics, financial, and managerial accounting principles. It provides real world examples to guide students through topics in financial statement analysis, benchmarking, budgeting, and financial planning and forecasting, working capital management, capital budgeting, and long-term financing. Microsoft Excel® is a course requirement.

MHA 752 Health Administration Law and Ethics: Non-legal professionals develop a concrete foundation in healthcare law and ethics, as well as practical approaches to improving the excellence and delivery of healthcare. Critical thinking skills are honed as students review issues such as Sarbanes-Oxley, privacy of medical information, and other current case law issues.

MHA 762 Organizational Behavior: Learners develop an understanding of how individual and team performance and behaviors, leadership, negotiation, power, and politics all have on the organization's effectiveness. From understanding these concepts to applying skills through actual case studies provides the learner with the ability to more effectively lead an organization and its human assets.

MHA 802 Managerial Accounting in Health Administration: This course examines accounting concepts used to assist managers in healthcare organizations. It focuses on accounting information and analysis to be used in decision-making processes to plan, measure, and control operations. Basic accounting skills relative to health administration are developed. Learners develop the skills necessary to understand a budget and to ask pertinent questions to revise and develop new budgets. Microsoft Excel® is a course requirement.

HMP 842 Human Resource Management: This course provides an overview of human resource management practices in healthcare organizations. The critical role that leaders play in the hiring, supervision, motivation, evaluation, and overall management of staff members within their organizations is the focus of this course. Students are introduced to the functions of the human resource department, while more in-depth emphasis is placed on understanding how managers in general can foster creative problem solving, collaboration, conflict resolution, empowerment, and teamwork, while maintaining a fair and productive working environment.

MHA 796 MHA Practicum: The cornerstone of professional education for a career in leadership is a learning process that effectively couples the classroom didactic and field experience components of the educational program. Through a practicum experience, faculty and experienced leaders pool their expertise for the benefit of students who are preparing for future leadership positions in the industry. The structured exposure to the field of practice is the real distinction between an academic and a professional degree. It is the means by which inexperienced graduate students may become adequately prepared to competently fill management positions upon graduation. The student is responsible for finding a place to complete the practicum; however, the School of Health Management will work to assist placing students in a community health center if they are unable to find a suitable practicum site.

Residential Learning Institutes

MHA students are required to attend four Residential Learning Institutes (RLI) during matriculation. RLIs promote face-to-face collaboration with healthcare providers/professionals at all points of service. RLIs are offered four times a year; twice on ATSU's Kirksville, Mo., campus and twice on the Mesa, Ariz., campus. Students may choose topics that are pertinent to their career focus and/or area of special interest.

Program Electives

A.T. Still University's School of Health Management requires students to complete their program of study by selecting three elective courses that are of interest to them or meet their career needs. Electives are grouped by areas of focus. Students may choose to take all courses from within the same focus grouping, or may choose to further customize their learning experience by selecting courses from varying focus groups.

Health Program Planning

HMP 850 Community Health Assessment: Needs and capacity assessment strategies are designed for people planning to practice within the fields of public health, health promotion, or health education. Students take an in-depth look at individual, group, and self-directed assessment strategies. This course gives students an opportunity to practice learned skills, decipher what assessments are best for a given situation, and learn how to implement their new skills within their professional environments.

HMP 851 State and Local Health Planning: This course reviews the role of social and community factors in both the onset and solution of public health problems. It also identifies critical stakeholders for the planning, implementation, and evaluation of public health programs, policies, and interventions. This course shows students how to interpret results of statistical analyses found in public health studies and to recognize the importance of epidemiology for informing scientific, ethical, economic, and political discussions of health issues.

HMP 852 Evaluation of Community Health Services: Evaluation of health promotion programs in a variety of settings serve as a guide for the development and evaluation of health promotion programs that give students an opportunity for practical application in their work environment. Analysis and evaluation of a health program and its success after implementation are the focus of this course.

Health Policy

HMP 853 Public Health Finance and Policy: This course is an application of policy analysis to the financing of public health in the United States. It examines healthcare from a public policy perspective to understand the underlying social and economic issues that frame the political finance debates.

HMP 868 International Health Policy: This course provides an overview of international public health issues with an emphasis on economically less developed countries in the areas of diseases, programs, health systems, and health policies and the various approaches nations adopt to deal with them. It explores the public health problems facing low- and middle-income countries today and identifies their three greatest global challenges: reproductive health, infectious disease, and nutrition.

HMP 855 Public Health History: This course examines the health of human populations from a historical perspective and will investigate the science of improving human health. Case studies are provided that will focus on the roots of contemporary public health knowledge and health policy. Topics include responses to epidemics, racial and economic disparities in healthcare services, the development of policy infrastructures, and global health.

Geriatric Health

HMP 856 Community Based Healthcare: The development and maintenance of a community-based healthcare model are the focus of this course. Administering programs to sustain and promote a state of healthy well-being in the community and activate community resources are discussed as well as the impact of emerging models of community-based healthcare programs.

HMP 857 Cultural Change in Geriatrics: Cultural changes have affected the perceptions of aging and its impact on intergenerational relationships. This course examines the impact those cultural changes may have on the future direction of the healthcare industry.

HMP 858 Death and Dying, Life and Living: Learners review death, dying, and bereavement. During the exploration of these topics, this course also covers the developmental perspective, legal and moral issues, and current events.

Education Research

HMP 859 Multivariate Analysis of Learning: This course examines factor analysis, profile analysis, discriminatory analysis, and multidimensional scaling as applied to student learning research. Students need to use a statistical program (Microsoft Excel® or other program) to assist with computations.

HMP 860 Research Design and Analysis: Principles of research design applications are discussed. Design and analysis of non-experimental research, laboratory experiments, field experiments, field studies, and survey research are examined. Quasi-experimentation analysis and design issues for field research are explored and evaluated. Students need to use a statistical program (Microsoft Excel® or other program) to assist with computations.

Curriculum and Instruction

HMP 862 Quality Assurance and Accountability: This course provides an overview of the various quality assurance theories and policy systems in the U.S. higher education system. The topics of quality programming, including the development of goal achievement and outcomes, value-added assessment, and the impact of quality on reputation are discussed. This course traces the philosophical heritage and analyzes the strengths and weaknesses of quality assurance policy systems such as accreditation, rankings and ratings, outcomes, licensure, program reviews, follow-up studies, and total quality management.

HMP 863 Instructional Technology in Course Development: This course examines the use of instructional technology and its application to course development. An overview of the various technological tools for instruction is provided. Topics include historical, theoretical, and philosophical applications of instructional technology, and a review and evaluation of success in an instructional technology case study are provided.

HMP 864 Diversity and Multiculturalism in Curriculum Development: This course provides students with a theoretical foundation and practical application for effective use of strategies that promote curriculum development reflecting various cultural learning styles and the diverse characteristics of students. The multicultural curriculum should provide all students with opportunities to develop a better sense of self.

Leadership Development and the Role of Coaching

HMP 865 An Introduction to Professional Coaching: Skills, Knowledge, and Ethics for Managers: Students learn what coaching is and is not, the construct of an effective coaching alliance, the use of intuition, listening and powerful inquiry in moving through resistance to engendering goal attainment and accountability. Students also learn the ethics of coaching. In addition to traditional discussion forums and papers, coaching practice as part of exercises is expected, and a live oral coaching experience with the instructor is also required. The objective is for students to have coach-like skills to use in management situations to improve collaboration, connection, and community within or outside a public health organization.

HMP 866 Leadership Coaching and Interpersonal Communication Skills: This course provides the student with an understanding of personal behavioral and communication styles and how to apply the principles of leadership and management coaching in a public health organization. The skills learned improve active listening and dialogue that is effective in any situation. Students have the opportunity to review real-life coaching situations in leadership, develop a life purpose journal, and their own coaching journal.

HMP 867 Coaching Practice: The Application of Coaching Methods in a Leadership Context (Prerequisite HMP 865): Students will continue to learn and apply coaching methodology in a leadership and management context within a public health organization to understand why, when and how to use coaching for staff, team and organizational development to meet individual and organizational needs and goals. The student will learn to recognize opportunities for coaching, how to create strong relationships to promote teamwork, and how to create supportive, coaching environments in their workplace. The course requires coaching exercises where students are paired or put in triads to practice coaching methods. A live, oral coaching experience with the instructor is also required.

Global Health

HMP 869 Global Health Issues: Global healthcare is an emerging priority for organizations and governments worldwide because of the impact on international economic stability. Technology, research, and the advancement of healthcare interventions have produced improvements in health outcomes for many. Unfortunately, these advancements have also led to inequalities in health status within and between countries. The world is faced with new challenges such as the potential for pandemics, an aging population, a diminishing healthcare workforce, and the stresses of determining resource allocation. This course explores the many facets of global health to expose the student to the complexity of the concepts that impact healthcare in developing and developed countries.

HMP 870 Global Health Ethics: The purpose of this course is to provide an introduction to the principles and theory of ethics as applied to global health and healthcare, as well as how culture may influence ethical decision-making. The course will explore many prominent global health issues and demonstrate how greater knowledge and understanding of global ethics is vital to effective and sound decision-making.

HMP 871 Global Health and Politics: This course introduces the student to issues associated with the political issues that are affecting human lives globally. The course emphasizes the political-economic, cultural, institutional, technological, and ecological implications on the health of populations around the world. Students will be able to evaluate the impact and importance of local politics on the global health scene.

Administration



Kimberly O'Reilly, DHEd, MSW

Dean

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Kimberly O'Reilly, DHEd, MSW, holds a doctorate of health education and a master of social work, with a bachelor's degree in psychology and a history minor. Dr. O'Reilly is an alumna of Purdue University, Indiana University, and A.T. Still University. She practiced in the field of mental health for five years prior to entering higher education.

Since 2004, she has worked in online education teaching, creating assessment plans, developing and designing curriculum, developing programs and individualized education plans, and providing both faculty and student support services.

Dr. O'Reilly's areas of interest include improving the quality of higher education, educational technologies, bridging the gap between traditional and non-traditional educational practices, decreasing parental rights termination through proactive interventions, and improving quality of life for the terminally ill and aging populations.



Katherine M. Adler, DHA, FACHE

Program Chair

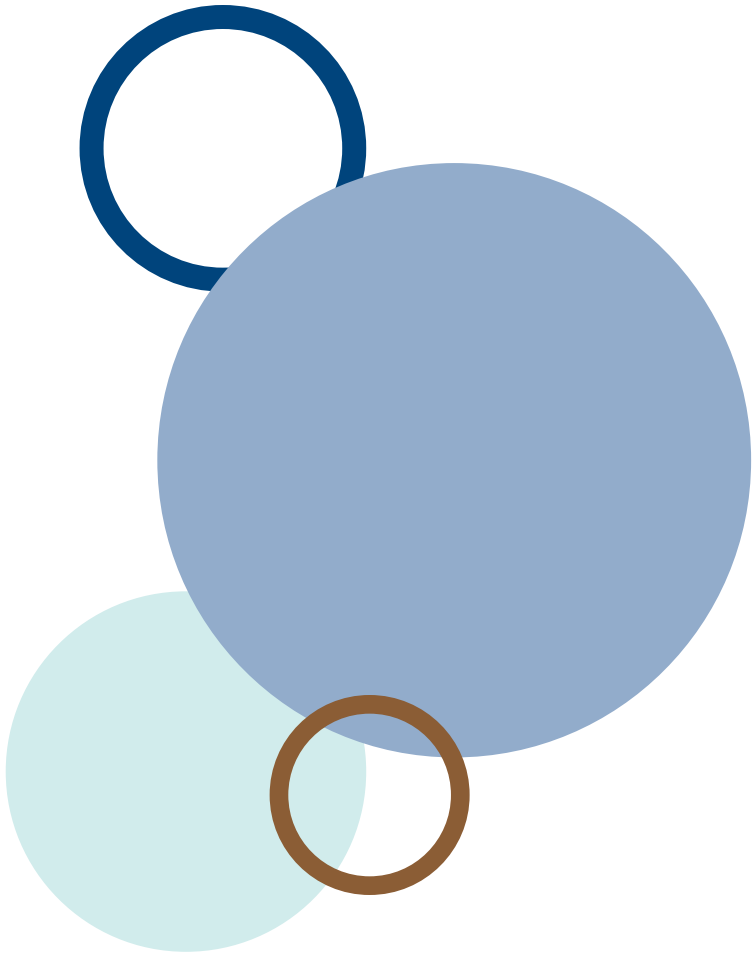
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Katherine M. Adler, DHA, FACHE, has served as an adjunct professor at the School of Health Management since 2006 and as chair of the Health Administration and Geriatric Health programs since fall 2009.

Dr. Adler earned her bachelor's in business administration from Walsh College, her master's in administration from Central Michigan University, and her doctorate in health-care administration and leadership from the Medical

University of South Carolina. She has more than 25 years experience in the not-for-profit healthcare industry. Prior to moving to academia, she served as administrative director of adult clinical services at a large medical center and administrative director of hematology/oncology at a large cancer center.

Dr. Adler is passionate about teaching future healthcare leaders. She is a skilled instructor in leadership skills and mentoring. Her research interests include patient-centered delivery of care and the generational differences that encompass the workplace.



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